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ABSTRACT

One component of the Maryland School Performance Assessment Program (MSPAP) is the state's performance-based assessments, criterion-referenced tests that require students to apply what they know and can do to solve problems and display other higher-order thinking skills. This document helps parents, teachers, students, and other citizens understand the tasks of the MSPAP by presenting information and materials related to the Social Studies Language Usage MSPAP task. Actual operational test materials are presented. The first is the "Student Response Book," which contains questions and other directions to students, with space for students to enter their responses. "Workers' Web" is the third-grade activity topic title presented. Each student chooses a community worker from a list, and then prepares a web that shows how the worker relates to other community workers. Students explain their webs in writing in the response book and orally to members of their group. The "Examiner's Manual" is included to demonstrate the directions the teacher gives the groups. Because of the complexity of the tasks, the State Department of Education distributes these selected task materials at the request of citizens only in conjunction with a brief guided presentation by an educator. (SLD)

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ED 403 291

MSPAP
Public Release Task

Workers' Web

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Grade 3

Social Studies
Language Usage

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Maryland State Department of Education
July 1994

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INTRODUCTION

Background and Purpose of This Document

Maryland public schools have embarked on an important mission: to "re-form" and improve Maryland public schools so that all children can learn, attend schools in which they can progress and learn, and have a real opportunity to learn equally rigorous content. The Maryland State Department of Education launched the Maryland School Performance Program, its strategy for improving public education, in 1989. One component of the Maryland School Performance Program is the state's performance-based assessments, often referred to as the "CRTs" (for criterion-referenced tests). These assessments require students to apply what they know and can do to solve problems, reason, explain, recommend, and display other "higher order" thinking skills. These assessments are officially called the Maryland School Performance Assessment Program (MSPAP).

The primary focus of MSPAP is *school performance*. However, individual student scores from MSPAP are also available. MSPAP assessment tasks assess student performance in grades 3, 5, and 8 in relation to the Maryland Learning Outcomes. These outcomes focus on what students should know and be able to do in reading, writing, language usage, mathematics, science, and social studies. MSPAP tasks and the learning outcomes they assess are sometimes confused with "outcome based education," an approach to teaching, learning, and managing schools which has its share of supporters and detractors. The purpose of this document is to help parents, teachers, students, and other Maryland citizens understand what MSPAP tasks are like.

This Document

This document contains information and materials related to one of nine operational MSPAP tasks that have been selected for public release. These nine tasks were selected to illustrate the types of activities, questions, and responses that MSPAP requires of students.

Contained in this document are actual operational test materials, including:

- *Student Response Book/Answer Book:* Contains questions and other directions to students and space for students to enter their responses.
- *Student Resource Materials Book/Resource Book:* Contains background reading and other information. Only some tasks require such background material.
- *Manipulatives:* Additional materials necessary for tasks (e.g., spinners for the mathematics task "School Fair").
- *Examiner's Manual:* Contains directions to teachers who administer MSPAP, including the directions they read to students verbatim.

Information on scoring these tasks is available in the *Scoring Guide — Introduction, Scoring Tools, and Sample Responses*. This document explains how student responses to the MSPAP are scored. It also contains criteria used to score student responses and sample student responses to all assessment activities in the task.

As you examine this document you will quickly see the complexity of the materials related to each MSPAP assessment task. Because of this complexity, MSDE distributes these tasks at the request of citizens only in conjunction with a brief guided presentation of the materials by an MSDE or local school system educator.

We hope you find the materials interesting and informative. We also expect that you will recognize the power that assessments like MSPAP have for guiding and goading improvements in school performance and student learning and for raising standards for performance for all Maryland public schools.

STUDENT RESPONSE BOOK

Task 2 Day 3
Topic: Workers' Web

1 In this activity, you must work with other members of your group. Follow each of the directions carefully in order for everyone in your group to be successful.

STEP A As a group, look at the Community Workers' List below. Each member of the group should choose a different worker from this list.

Community Workers' List

police officer
chef (cook)
teacher
builder
farmer
salesperson
lawyer
plumber
electrician
factory worker
video store owner
mayor
bus driver
druggist
grocer
garbage collector
firefighter
nurse
mail carrier
veterinarian
babysitter
truck driver
doctor
gas station attendant
highway worker
judge
banker

STEP B

Find the Community Workers' Web Worksheet on the next page. Write the name of the worker you chose in the box on your worksheet that says "Your Worker." Underneath that box, write two jobs your worker does.

STEP C

As a group, take turns telling which worker you selected and the two jobs your worker does. As the other members of your group talk about their workers, fill in the rest of the boxes and write the two jobs their workers do on the lines under the boxes. Your Workers' Web Worksheet should now be complete. If you do not have five people in your group, you do not have to fill in all the boxes.

STEP D

Draw a line from the box on the web labeled "Your Worker" to another box of a worker that your worker depends on for goods or services. On the lines below the web, labeled "Explanation," explain how your worker depends on the other worker. Then, take turns in your group telling how the workers you selected depend on each other. You do not have to write down what the other members of your group say.

Community Workers' Web Worksheet

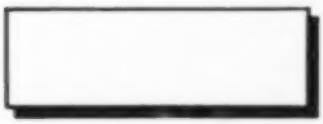
Your Worker

_____

_____

_____ _____

_____ _____



_____ _____

_____ _____

Explanation

_____ _____

_____ _____

_____ _____

_____

STOP and wait for instructions from your teacher.

You will have 20 minutes to complete activities 2 through 5 on your own.

2 Use the Community Workers' Web Worksheet to complete the next activities.

STEP **A** Choose one worker to remove from the web. Write that worker and the job on the line below.

worker - _____

job - _____

STEP **B** On the lines below, explain what might happen to your community if that worker's job did not exist.

_____

_____

_____

_____

_____

STEP C

On the lines below, explain why you decided to remove this worker from the list.

3

STEP A

Many important workers are not included on your Community Workers' Web. If you could add one more worker to your worksheet from the Community Workers' List, which one would you add? Write that worker's job in the space below.

_____

STEP B

Write a note to the worker you have added, telling what needs and wants that worker can fill for the people in your community. Because your note will be read by the worker, be sure your writing is clear and complete. Also, be sure to check for correct capitalization, punctuation, spelling, and grammar.

Make any necessary corrections neatly.

_____

_____

_____

_____

_____

_____

_____

_____

4 Now that you have analyzed community workers and their jobs, tell how your Workers' Web Worksheet shows community workers depending on each other.

5 Draw a circle around the number below that shows how easy or how hard it was for you to use a Workers' Web to explain how workers depend on each other.

1	2	3	4	5
Very easy	Somewhat easy	About average	Somewhat hard	Very hard

EXAMINER'S MANUAL

Day 3

Secure information pertaining to other tasks

has been removed from this area.

Task 2, Day 3 Topic: Workers' Web

The first part of this task requires that students work in groups. There should be a maximum number of five students in each group and a minimum of two students if your class size is small. Group the students before the task begins.

Pre-assessment Activity

SAY **Today we are going to think about how people in a community depend on each other and help each other. Let's start by listing some of the people who work in our school.**

As students name school workers, list their responses on the chalkboard and write a short description of their jobs. Possible answers may be: principal, vice-principal, counselor, custodian, cafeteria worker, aide, nurse, media specialist. Allow 2 minutes for responses.

SAY **Now let's think about how these people depend on each other and help each other. Pick one person on the list and tell how that person depends on someone else on the list.**

Elicit responses from students and accept all reasonable answers. (Example: The principal depends on the nurse to take care of sick children.) Try to have students use each person listed in at least one example. Allow 2 minutes for responses.

Introduction

SAY **We have been talking about how people depend on each other and help each other in our school. The activities in this task will give you an opportunity to think about how people depend on each other in a community. For the first activity, you will work in a group. Open your Student Response Book to page 38 and do activity 1. You will have 10 minutes.**

After 10 minutes, ask students to get out of their groups and to get ready for independent work.

SAY **Now you may begin to work on your own. You will have 15 minutes to complete activities 2 through 5.**

Secure information pertaining to other tasks

has been removed from this area.